

NEW COURSE PROPOSAL

PROGRAM: EDUCATION

1. Catalog Description of the Course. *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

EDUC 330 INTRODUCTION TO SECONDARY SCHOOLING (3)

Two hours lecture/discussion and two hours of field observations per week

Through this course students are introduced to secondary school concepts and issues. Topics include middle school and high school organization and structures, the roles of school personnel, and teaching in specific content areas. Students will be placed in local middle and high schools classrooms in their content major and have seminars with university educators and content specialists to discuss subject matter coverage and teaching at various grade levels. It is recommended that students be concurrently enrolled in a core content course in their major. Field experience in secondary schools required.

GenEd: D

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>2</u>	<u>2</u>	<u>25</u>
Seminar			
Laboratory			
Activity	<u>1</u>	<u>2</u>	<u>25</u>

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

The California Commission on Teacher Credentialing requires that while students are completing subject matter requirements (e.g., undergraduate major), they complete a field experience in a secondary school. This assists the student in determining if this is the appropriate career choice and provides the student with an understanding of how coursework in the major is related to what children and youth are learning in schools.

Students who successfully complete this course will be able to:

- Compare and contrast the organizational structures of secondary schools
- Identify the roles and responsibilities of various school personnel and resources
- Identify and discuss the nature of a diverse student population in secondary schools
- Analyze university subject matter content and how it is related to secondary school subject matter content
- Discuss connections between pedagogy and their subject matter discipline
- Collect observational data on secondary teaching and learning that is used by teachers to make instructional decisions
- Identify appropriate Academic Content Standards for lesson plans
- Tutor individual or small groups of secondary students
- Display the characteristics of a professional educator
- Begin to create a portfolio of content knowledge aligned to the Teacher Performance Expectations
- Describe the process of becoming a secondary school teacher in California and at CSUCI

4. Is this a General Education Course X YES NO

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	XX
E (Human Psychological and Physiological Perspectives)	

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

1. Course Introduction: How to Observe
2. Middle Schools and their Origin
3. High Schools Today
4. Students in our secondary schools
5. School Personnel: The Principal and Support Staff
6. Professional Educators: Teachers and their role in schools
7. Teacher Performance Expectations
8. Content as taught in schools: An introduction to the Academic Content Standards
9. University content and K-12 Curriculum

6. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

California Academic Content Standards

Meredith Maran (2001). **Class Dismissed:** A Year in the Life of an American High School, a Glimpse into the Heart of a Nation

Trudy Knowles, Dave F. Brown (2000). **What Every Middle School Teacher Should Know.** Heinemann

Brendan Halpin (2003). **Losing My Faculties:** A Teacher's Story. Random House

7. List Faculty Qualified to Teach This Course.

Jeanne Grier, Merilyn Buchanan, Mary Adler, Bob Bleicher

8. Frequency.

a. Projected semesters to be offered: Fall x Spring x Summer

9. New Resources Required.

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

 Jeanne Grier 1/8/04
Proposer of Course Date